

WRITING WITH SKILL, LEVEL ONE
LEVEL 5 OF THE COMPLETE WRITER

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INSTRUCTOR TEXT sample of week 1- partial only

This is a very brief example of what to expect in Instructor text of Writing with Skill level 1; this is just typed up for your convenience. The original text looks much better. Not all details are typed here, just a few for an example. 35 Weeks of study.

sample of **Table of Contents**

<u>Part I: Basic Skills</u>	<u>1</u>
Weeks 1–3 Overview of Weeks 1–3	
Week 1: Narrative Summaries	3
Day 1. Original Narration Exercise: Polly Horvath, The Pepins and Their Problems	3
Step One: Read	3
Step Two: Note important events	3
Step Three: Write summary sentences	4
Day 2. Original Narration Exercise: Joan Aiken, The Wolves of Willoughby Chase	6
Step One: Read	6
Step Two: Note important events	6
Step Three: Write summary sentences	7
Day 3. Original Narration Exercise: Susan Wise Bauer, The Story of the World, Volume 3: Early Modern Times	8
Step One: Read	8
Step Two: Note important events	8
Step Three: Write summary sentences	9
Day 4. Challenge Exercise: The Brothers Grimm, “The Golden Goose”	10
Step One: Read	10
Step Two: Note important events and write summary sentences	11

Week 2: One-Level Outlines	15
.....	
Week 3: Using the Thesaurus	27
<u>Part II: Building Blocks for Composition</u>	<u>37</u>
Weeks 4–15 Overview of Weeks 4–15	
Week 4: Chronological Narrative of a Past Event	39
.....etc.	
Week 8: Description of a Place	99
.....etc.....	
Week 11: Combining Chronological Narrative of a Past Event and Description of a Place	139
<u>Part III: Sentence Skills</u>	<u>207</u>
Weeks 16–22 Overview of Weeks 16–22	
Week 16: Description of a Person	209
Week 18: Using a Metaphor to Organize a Character Description	237
Week 19: Biographical Sketch	253
<u>Part IV: Beginning Literary Criticism: Prose</u>	<u>307</u>
Writing About Stories Weeks 23–26	
Week 23: Hero/Villain, Protagonist/Antagonist	309
Week 24: Hero/Villain, Protagonist/Antagonist	323
Week 25: Supporting Characters	335
<u>Part V: Research</u>	<u>361</u>
Weeks 27–31 Overview of Weeks 27–31	
Week 27: Two-Level Outlining	363
<u>Part VI: Beginning Literary Criticism: Poetry</u>	<u>461</u>
Writing about Poems Weeks 32–34 Overview of Weeks 32–34	
Week 32: Sound	463
<u>Part VII: Final Project</u>	<u>519</u>
Weeks 35–36 Overview of Weeks 35–36	
Week 35: Finding and Researching Your Topic	521

partial sample lesson for week 1, day 1

WEEK 1: NARRATIVE SUMMARIES

Day One: Original Narration Exercise

The steps that say “Student Responsibility” should be completed by the student with no assistance or feedback from you. Other steps may require you to help the student and/or check the student’s work. The student instructions are reproduced below for your convenience.

WEEK 1: NARRATIVE SUMMARIES

Day One: Original Narration Exercise



Focus: Summarizing a narrative by choosing the main events and listing them chronologically

The steps that say “Student Responsibility” should be completed by the student with no assistance or feedback from you. Other steps may require you to help the student and/or check the student’s work.

The student instructions are reproduced below for your convenience.

STEP ONE: Read (Student Responsibility)

Student instructions for Step One:

Read the following excerpt from the beginning of the first chapter of *The Pepins and Their Problems* by Polly Horvath.

At the end of the excerpt, you will see a small number that sits up above the last word. This small number is called a *superscript* number. *Super* means “above, over,” so a superscript number sits up above the regular script, or print.

When you see the superscript number, look down at the bottom of the page. You will see a line of smaller type beginning with the same number. This is called a *footnote*, because it is a note at the foot, or bottom, of the page. The footnote tells you the title of the book that the excerpt comes from, the author, the publisher, the year of publication, and the page numbers in the book where the excerpt is found.



STEP TWO: Note important events

Student instructions for Step Two:

This is a short and simple passage—a warm-up for you!

When you summarize a narrative, it’s often best to start by jotting down a few phrases or short sentences that remind you of things that happened in the story. Although you may not need to do this with such a short passage, practice this now. On scratch paper, write down four

or five phrases or short sentences that will remind you of the things that happened in the passage. *Do not use more than five phrases or short sentences!*

Be sure to write the events down in the same order that they happen in the story.

If you have trouble with this assignment, ask your instructor for help.

HOW TO HELP THE STUDENT WITH STEP TWO

The student should have written down on scratch paper four or five short phrases or sentences that summarize the main events. The phrases/sentences should resemble a few of the following (these are given only as a guide):

The Pepins always have problems.

The Pepins and their bizarre problems

Toads in their shoes

Couldn't put on their shoes

No one knew what to do.

They went next door to ask their neighbor for help.

Their neighbor had toads in his shoes too.

No one knew how to get the toads out.

This should be an easy assignment, but if the student is having difficulty getting started, ask him:

Who are the main characters in this story?

(The Pepins)

What problem do they have?

(There are toads in their shoes.)

How do they try to solve the problem?

(They go ask their neighbor.)

Does the solution work?

(No, it does not.)

STEP THREE: Write summary sentences

Student instructions for Step Three:

After you've written down your four or five phrases or sentences, try to combine them into two or three sentences. You can do this by putting two phrases in the same sentence (for example, "Toads in their shoes" and "They couldn't put on their shoes" could be combined into "They couldn't put on their shoes because there were toads in the shoes"). Or you may find that one or more of your jotted notes turns out to be unnecessary. (If you leave out the detail that Mr. Bradshaw was eating corn cereal, the summary will still make sense!)

Say your two or three sentences out loud several times before writing them down. After you've written the sentences down, ask your instructor to check them. Remember to proofread the sentences first. Reading them out loud *after* you've written them is an excellent way to check your own work.

If you have trouble, ask your instructor for help.

SAMPLE ONLY

writes; listen to make sure that you hear her talking out loud, and if necessary remind her that she should be speaking before she writes.

An acceptable narration might sound like one of the following:

The Pepins were always having strange problems. One morning, they woke up to find toads in their shoes. None of them knew what to do.

OR

The Pepins woke up one morning to find out that their shoes were full of toads. So were their neighbor's, Mr. Bradshaw. None of them knew how to get the toads out of the shoes.

OR

The Pepins found toads in their shoes and couldn't get them out. They went next door to see Mr. Bradshaw, but he didn't know how to get the toads out either.

When the summary is finished, check it using the following rubric (guide to evaluation). This rubric focuses only on the skills emphasized in this lesson and in the accompanying grammar handbook. Future rubrics will build on this, as the student learns more about both organization and mechanics.

Week 1 Narration Rubric

Organization

- 1 Events should be in chronological order.
- 2 If two or more events are listed in a single sentence, they should have a cause and effect relationship.

For example:

The Pepins didn't know what to do, so they went next door to ask Mr. Bradshaw is acceptable; they went next door *because* they didn't know what to do.

The Pepins had toads in their shoes, and they went next door is not acceptable. There is no clear causal relationship between the two sentences.

Mechanics

- 1 Each sentence should make sense on its own when read aloud.
- 2 Each proper name should be capitalized.